

Teacher and Principal Evaluation

"Influencing Transformation"

Communication #22

November 6, 2013

Quality Control Edition

Sphere One Outcome

By the end of Sphere One, leadership personnel should know and be able to conduct beginning of the year pre-evaluation conferences that include reporting the teacher's or principal's MSA translation scores, the setting of teacher or principal Student Learning Objective (SLOs), and a basic understanding of how to construct three year-cohorts, and plan the evaluation workload for the 2013-2014 school year.

Confidence Levels

Based on information gathered during the October 30 Quality Control Webinar, 55% of respondents indicated "increasingly confident" and "fully confident" levels of accomplishments of the Sphere Outcomes and no respondent indicated a level of "no confidence."

Sphere Two Outcome

By the end of Sphere Two, leadership personnel should know and be able to effectively establish goals and expectations for purposeful school visits, organize a work plan to reflect the strengths and needs of individual principals and their schools, and implement and monitor SLOs by connecting the SLO to observable evidence of effective professional practice criteria.

Confidence Levels

Based on information gathered during the October 30 Quality Control Webinar, 55% of respondents indicated "increasingly confident" and "fully confident" levels of accomplishments of the Sphere Outcomes and no respondent indicated a level of "no confidence."

Sphere Three Outcome

By the end of Sphere Three, leadership personnel should know and be able to maintain the annual evaluative workload to conduct mid-year conferences and monitor SLO progress.

Refinements

Based on information gathered during the October 30 Quality Control Webinar, 45% of respondents indicated "increasingly confident" and "fully confident" levels of readiness to proceed with Sphere Three. In response to specific feedback, Sphere Three Technical Assistance and Professional Development trainings will include increased focus on:

1. Management of data and evaluation elements associated with SLOs
2. Alignment of SLOs with Common Core Standards to improve teacher performance
3. Capacity of principals to conduct the work associated with Teacher and Principal Evaluation (TPE) and particularly SLOs
4. Validation of communication strategies

Quality Control

11/13 Maryland Council for
Educator Effectiveness

2/4 Quality Control Session

Dave Volrath

dvolrath@msde.state.md.us

Quality Control Review

Recall that for Project Year Four, the TPE Action Team organized its strategic work around four Spheres of Influence, each Sphere to conclude with a Quality Control Session followed by a summary communication document. As Sphere One was designed and implemented so quickly, its Quality Control Session on August 29, 2013 focused on process and did not allow the full collection of information that was envisioned for the subsequent Spheres. The Quality Control Session held on October 30 allowed the TPE Action Team to canvas the Quality Control membership on Spheres One and Two outcomes.

The purpose of the Quality Control Sessions is to validate that sphere outcomes have been met. Data can be collected as artifacts or, as was the case for this session, by real-time interactive polling linked to specific moments in the conversation. Participants were asked to respond to questions addressing knowledge, readiness, and ability to execute mission-critical tasks

associated with the TPE initiative. Respondents framed their answers in terms of confidence – from “not confident” to “fully confident.”

Membership

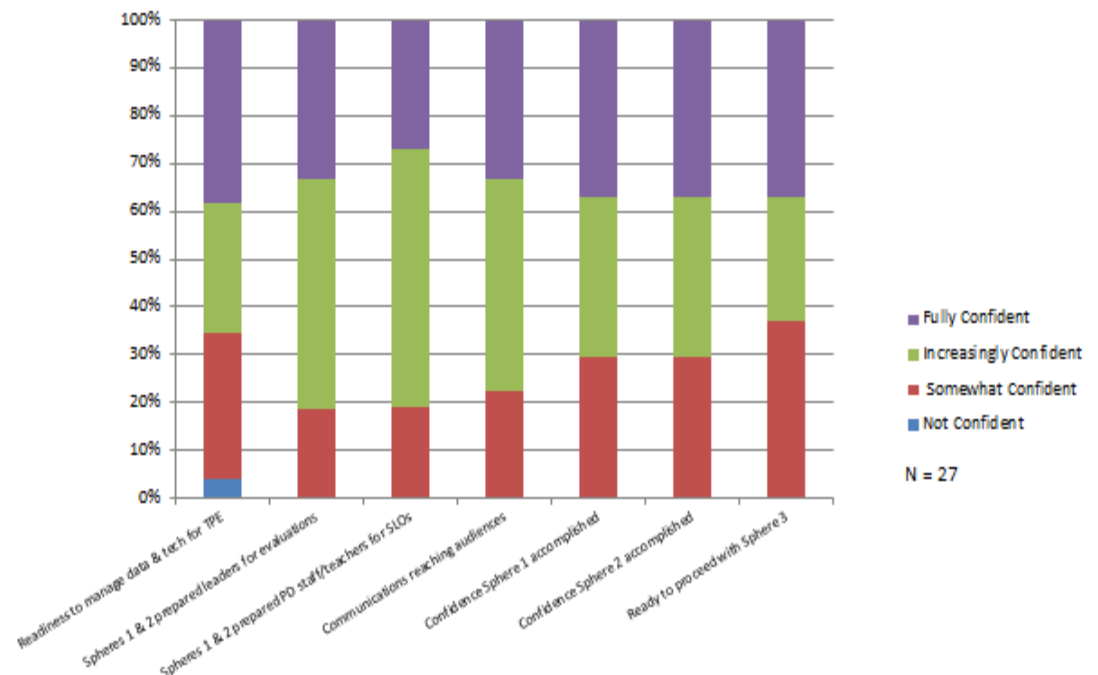
The Quality Control membership encompasses one representative from each Local Education Agency (LEA), the TPE Action Team, and representatives from the following groups: the Maryland State Education Association (MSEA), the Maryland Association of Elementary School Principals (MAESP), the Maryland Association of Secondary School Principals (MASSP), and the Public Schools Superintendents’ Association of Maryland (PSSAM). Also participating were representatives for the Mid-Atlantic Comprehensive Center (MACC) at WestEd, and MACC@WestEd’s affiliate – the Community Training and Assistance Center (CTAC).

Quality Control Webinar

The October 30, 2013 Quality Control session was conducted by webinar. Prior to the webinar, participating members were provided data collection tools to compile LEA and representative group perceptions on the confidence levels of teachers, principals, and LEAs to execute the outcomes from Spheres One and Two. This information was then supplemented by periodic polling during the webinar to gauge the effectiveness of the technical assistance and leadership development trainings from both the Maryland State Department of Education’s (MSDE) and the representative members’ perspectives. The following seven poll questions were asked with the results reflected in the subsequent chart.

1. How confident are you in the readiness of your district to manage the data and technical supports necessary to Teacher and Principal Evaluation at this at time?
2. How confident are you that the training in Spheres One and Two has positioned executive officers and principals to better conduct the work around evaluation?
3. How confident are you that the training in Spheres One and Two has positioned professional development staff and teachers to better conduct the current work around SLOs?
4. How confident are you that your communications are reaching intended audiences?
5. Your LEA or representative group’s overall confidence that Sphere One Outcomes have been accomplished?
6. Your LEA or representative group’s overall confidence that Sphere Two Outcomes have been accomplished?
7. To what degree do you feel confident with TPE proceeding with Sphere Three training?

Poll results showing LEAs’, Superintendents’, Teachers’, and Principals’ collective confidence levels



The polling results indicate several interesting trends.

- Fewer than half of the respondents lacked confidence in the management of the data or technology necessary to the evaluation processes. Follow-up dialogue implied that the electronic capabilities to repose and apply SLOs to the evaluation instruments and records was a specific contributor to this lack of confidence
- Respondents indicated high levels of confidence in the technical assistance and leadership development trainings provided to executive officers and professional development coordinators, however less confidence that these trainings were being translated to LEA accomplishment of the Sphere Outcomes.
- 85% were confident that their LEA or representative group communications were reaching intended audiences.
- Only around half of the respondents expressed confidence in proceeding with Sphere Three training.

In terms of LEA and representative groups, the following chart collectively depicts the confidence levels of all 27 respondents and color codes values to the confidence levels. Shades of blue collectively indicate higher levels of confidence.

How confident are you in the readiness of your district to manage the data and technical supports necessary to Teacher and Principal Evaluation at this at time?	How confident are you that the training in Sphere 1 and 2 has positioned executive officers and principals to better conduct the work around evaluation?	How confident are you that the training in Sphere 1 and 2 has positioned professional development staff and teachers to better conduct the current work around SLOS?	How confident are you that your communications are reaching intended audiences?	Your LEA or representative group's overall confidence that Sphere One Outcomes have been accomplished?	Your LEA or representative group's overall confidence that Sphere Two Outcomes have been accomplished?	To what degree do you feel confident with TPE proceeding with Sphere Three Training?
Fully	Fully	Fully	Fully	Fully	Fully	Fully
Fully	Fully	Fully	Fully	Fully	Fully	Fully
Fully	Fully	Fully	Fully	Fully	Fully	Fully
Fully	Fully	Fully	Fully	Fully	Fully	Fully
Fully	Fully	Fully	Increasingly	Fully	Fully	Fully
Fully	Fully	Increasingly	Fully	Increasingly	Fully	Increasingly
Fully	Fully	Increasingly	Increasingly	Fully	Increasingly	Fully
Fully	Increasingly	Fully	Fully	Increasingly	Increasingly	Fully
Fully	Fully	Increasingly	Increasingly	Fully	Fully	Increasingly
Increasingly	Increasingly	Increasingly	Increasingly	Fully	Fully	Increasingly
Fully	Increasingly	Increasingly	Somewhat	Fully	Fully	Increasingly
Increasingly	Increasingly	Increasingly	Fully	Somewhat	Somewhat	Fully
Increasingly	Somewhat	Fully	Somewhat	Fully	Increasingly	Increasingly
Somewhat	Increasingly	Increasingly	Fully	Increasingly	Fully	Somewhat
Increasingly	Increasingly	Increasingly	Increasingly	Increasingly	Increasingly	Somewhat
Increasingly	Increasingly	Increasingly	Somewhat	Increasingly	Increasingly	Increasingly
Somewhat	Increasingly	Increasingly	Somewhat	Increasingly	Increasingly	Increasingly
Increasingly	Increasingly	Somewhat	Increasingly	Increasingly	Increasingly	Somewhat
Somewhat	Fully	Increasingly	Increasingly	Increasingly	Somewhat	Somewhat
Somewhat	Increasingly	Somewhat	Fully	Somewhat	Somewhat	Increasingly
Somewhat	Increasingly	Somewhat	Increasingly	Somewhat	Fully	Somewhat
Somewhat	Somewhat	Increasingly	Somewhat	Increasingly	Increasingly	Somewhat
Increasingly	Somewhat	Increasingly	Somewhat	Somewhat	Somewhat	Somewhat
Not	Increasingly	Increasingly	Increasingly	Somewhat	Somewhat	Somewhat
Somewhat	Somewhat	Somewhat	Increasingly	Somewhat	Somewhat	Somewhat
Somewhat	Somewhat	Somewhat	Increasingly	Somewhat	Somewhat	Somewhat
N/R	Increasingly	N/R	Increasingly	Somewhat	Somewhat	Fully
N/R	N/R	N/R	N/R	N/R	N/R	N/R

Additional Quality Control information was provided by our critical friends, MACC@WestEd, in the form of a survey they conducted in summer. This survey of 1,900 Maryland educators also included interviews with Superintendents, system leaders, and representatives of MSEA. A full copy of their report, which includes "Findings" and "Recommendations" is attached to this Communication Bulletin, with the understanding that this information was gathered prior to implementing the "Influencing Transformation" plan.

The recommendations from WestEd combined with the polling data and dialogue from the Webinar clearly indicate a need for additional attention to the teacher and principal supports for SLOs, the capacity for principals to manage the evaluation workload, enhanced technical systems to support evaluation, and communications.

As such, the TPE Action Team will increase their focus on the following during Sphere Three:

- ✓ The management of data and evaluation elements associated with SLOs
- ✓ The alignment of SLOs with Common Core Standards to improve teacher performance
- ✓ The capacity of principals to conduct the work associated with TPE and particularly SLOs
- ✓ The validation of communication strategies

The next Quality Control sessions will be conducted on February 5, 2014, near the end of Sphere Three. To strengthen and remind us of the relationship of Quality Control to the assurances that were conditional to the Implementation Grants, those assurances associated with Technical Assistance, Leadership Development, and Communications are displayed in shaded text at the top of each of the following sections of this bulletin.

Technical Assistance

11/15 LEA Technical Assistance Meeting
SLO Mini Sessions
-Cecil County
-Wicomico County
Plenary Session @ 1:00

Ben Feldman
bfeldman@msde.state.md.us

Technical Assistance Assurances

- LEAs have a plan for preparing technical personnel to support the implementation of teacher and principal evaluations
- LEAs have a plan for preparing human resources personnel to support the implementation of teacher and principal evaluations
- LEAs have a plan for preparing communications personnel to support the implementation of teacher and principal evaluations
- LEAs have a process for receiving, reposing, and recovering Student Detail information supplied by MSDE
- LEAs have a process for applying Student Detail Information to their evaluation model
- LEAs have confidence that the metrics behind their model for reward high performing educators who have demonstrated student growth
- LEAs have confidence that the metrics behind their model do not provide unsubstantiated rewards to low performing educators who have demonstrated student declines
- LEAs have a process for configuring and submitting required Educator Evaluation data to MSDE.
- LEAs have a process for attributing students to the teacher(s) of record, including affording each teacher an opportunity to review and confirm the roster
- LEAs have a process in place to aggregate MSA scores that provide an accurate measure of student performance, positive, negative, or static
- LEAs have a process in place for using Student Detail to translate MSAs into an evaluation measure
- LEAs have a process in place for translating SLOs attainment into an evaluation measure
- LEAs have a process and capacity to store and tag SLOs to build expanding resources to support and mature this measure
- LEAs have a process in place for translating the minimum Four Teacher Domains into evaluation measures
- LEAs have a process in place for translating the minimum Eight Principal Domains into evaluation measures
- LEAs have a process for transferring all of the evaluation measures into a composite evaluation document
- LEAs have a method for translating the composite evaluation measures into a rating of Highly Effective, Effective, or Ineffective
- LEAs have a process to relate ratings to a final evaluation determination
- LEAs have instruments to collect the component data of the evaluation system.
- LEAs have the capacity to collect, repose, and retrieve the component data of the Educator Evaluation system

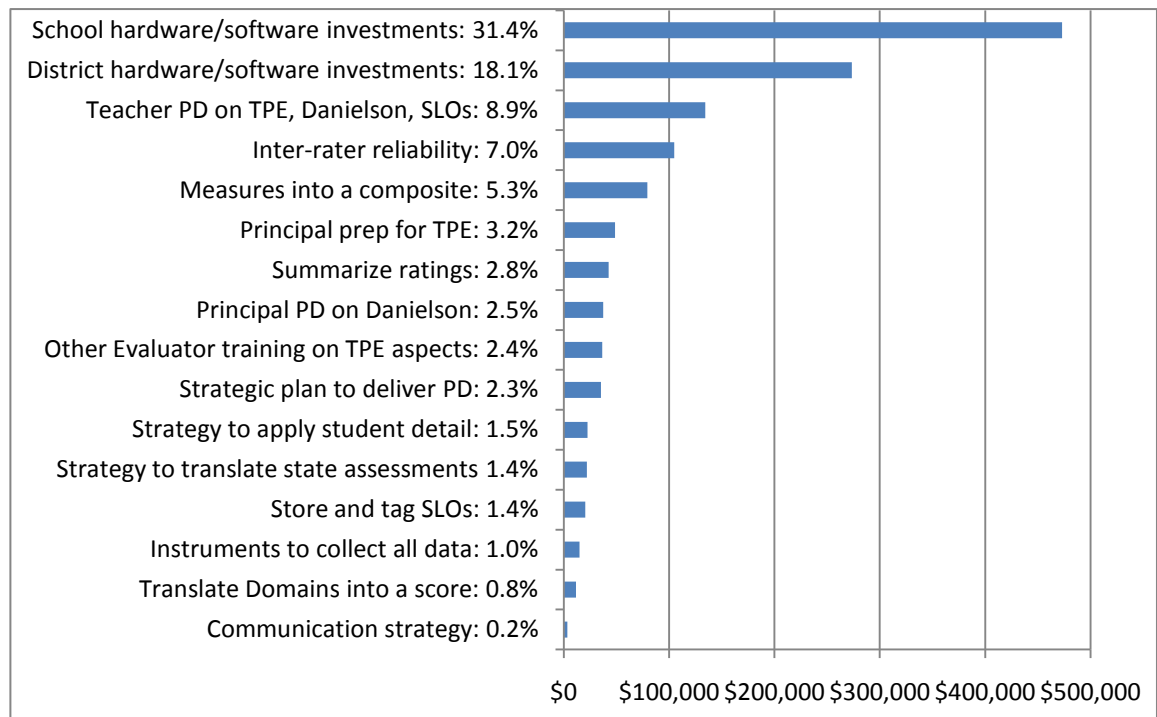
Quality Review: Technical Assistance

Status of Implementation Grants

LEAs submitted detailed and thoughtful assurance narratives and related C-125s for the Implementation Grants. The Notice of Grant Awards (NOGAs) are in progress and should be in hand with LEAs soon. However, as all the plans are of high quality, LEAs need not wait for the NOGAs to start to line up their initiatives.

Analyzing those categories that were selected *by at least two LEAs*, Professional Development in category one took 29.5% of the funds, with 7% specifically directed to inter-rater reliability. Put another way, a major part of the grant is a direct focus on principal capacity and support. Teacher readiness for SLOs in category two claimed almost a fifth of the funds. Large investments were for infrastructure, laptops, tablets, improvements to data systems, and contractual services to improve information management. These funds were divided 33% to schools via category three and 19% to district needs via category four. In summary, almost $\frac{3}{4}$ of the grant will go to direct investments in schools, school-based staff, school-based learning, and school-based tools. This is an excellent communications point for the project and for the participating LEAs – the grant is most closely affecting those people who serve students. The following graph illustrates this point.

Distribution of 90% of Grant Awards: Areas Selected by Multiple LEAs



Status of Artifacts

Several LEAs have already submitted high quality artifacts as requested at the last Technical Assistance Session, and since Wednesday's Quality Assurance meeting, more materials have been submitted. Requested materials include a short questionnaire, an artifact showing the MSA translation for a school, and an artifact showing a three-year cohort for a school. Please submit questions and materials to Ben at bfeldman@msde.state.md.us.

Quality Evaluation Rollout (QER) Group

Charles County joined MSDE at the October 11, 2013 convening, which focused on LEA dashboards and State Education Agency (SEA) report cards. This is worthy work and will be more pertinent as the TPE project matures. However, the materials are worth reviewing: the [Presentation](#) and [Examples](#). Sharing these materials with LEAs is part of Maryland's action commitment to the QER group.

Assessment of Confidence to Manage the Data and Technical Aspects of TPE

Slightly over half of all responding LEAs indicate they are fully confident or increasingly confident to handle the data and technical aspect of TPE. However, as this topic gets unpacked, it falls into two major divisions which tell a more subtle story.

LEAs have robust models that will hold together regardless of how the pending amendments to the current Flexibility Waiver unfold. Whenever LEAs have invited the TPE Action Team to visit and to review the work closely, the models, techniques, and data sources have been high quality. Thus, had the question been – "Are you confident you can manage the data and technical aspects of running a model, manipulating the MSA, or generating a score?" – the confidence levels would be very high, likely almost all "fully confident." It is the assessment of the Action Team that LEAs are strongly positioned to do this work and to communicate it.

However, the ability to manage the magnitude of SLO information elicits other responses and these tend to show a bifurcation among the LEAs. Some LEAs are at the cutting edge with vendor-purchased or home-grown SLO management systems. Others are still trying to decide where to land the work and how to apportion the responsibility. Where LEAs seem to get into deep water is when they attempt to control everything centrally or completely in the schools.

A promising practice distributes the work, with one SLO reflecting a system priority or one a classroom level priority. Some LEAs introduce a third, which reflects a school/team priority. SLOs can be corralled using templates introducing consistency and simplicity. The other promising practice is to use technology to streamline the work. While the literature has been universal that SLOs are messy in the beginning, the literature is also consistent that the process gets dramatically easier and managed more quickly as LEAs, schools, and educators develop a repertoire of materials and techniques.

Management of Data and Evaluation Elements Associated with SLOs

This need, the SLO lift, has been articulated strongly – in one-off meetings, at the Quality Control session, and during other engagements. Clearly, this topic should be the focus of the next Technical Assistance Session, planned for November 15, 2013.

Because the Quality Control webinar was such a success, the present plan is to convene a *Mini Electronic Conference*. The Action Team is reaching out to those LEAs that have promising systems in development or already in operation. During the early part of the 15th, there will be a series of very short webinars, 20-30 minutes each, which are intended to be of value according to local interests. Individual LEAs will have control of the screen and will demonstrate their solutions; the Action Team will merely facilitate. For example, if several LEAs are using the same vendor, a demonstration of the present solution using that vendor's products will be valuable to that user group or interesting to LEAs considering a procurement. The day will close with a plenary session at 2:00 pm. This will allow the group to debrief and review any salient information, data, or concerns that unfold over the next two weeks.

Please look for an invitation to the series of Technical Assistance webinars as the agenda is fleshed out. Most important, if your LEA has something they would like to showcase, please let Dave or Ben know ASAP.

Leadership Development

11/6 LEA PD Coordinators

11/13 Executive Officers Summit 3

Ilene Swirnow
iswirnow@msde.state.md.us

Linda Burgee
lburgee@msde.state.md.us

Joe Freed
jfreed@msde.state.md.us

Frank Stetson
fstetson@msde.state.md.us

Executive Officer Assurances

- LEAs have a plan for preparing principals to participate in the new evaluation process
- LEAs have a process and the resources to execute the strategy behind the process to deliver principal evaluation Professional Development
- LEA Principal Professional Development includes Readiness Training in Professional Practice (Maryland Instructional Leadership Framework protocols), Student Learning Objectives (SLOs), MSAs (translation), local measures, school-wide performance measures (i.e. School Progress Index) if being used, and the application of the Common Core Standards and the state curriculum in the evaluation process
- LEAs have a plan for preparing executive officers, assistant principals, instructional supervisors, and other authorized evaluators to participate in the new evaluation process
- The LEA has a process and the resources to execute the strategy behind the process to deliver executive officer, assistant principal instructional supervisor, and other authorized evaluators, evaluation related Professional Development
- LEAs' Other Evaluator Professional Development includes Readiness Training in Professional Practice (Danielson Protocols), Student Learning Objectives (SLOs), MSAs (translation), local measures, school-wide performance measures (i.e. School Progress Index) if being used, and the application of the Common Core Standards and the state curriculum in the evaluation process.
- LEAs have a process in place to evaluate inter-rater reliability for administrators who evaluate teachers
- LEAs have a process in place to evaluate inter-rater reliability for executive administrators who evaluate principals
- LEAs have a process in place for incorporating instructional practices associated with the Common Core Standards and the state curriculum into the evaluation of teachers and principals
- LEAs have a method for identifying the inclusion of Common Core Standards and state curriculum in planning and observation instruments

Quality Review: Executive Officer Summits

Last year, the focus of the professional development opportunities provided by MSDE was geared to those items new to TPE, such as: SLOs, components of the frameworks, and calculating ratings. These were delivered as isolated topics. This year, the focus of our professional development efforts is on putting these disparate pieces together into a comprehensive TPE cycle. The Executive Officer Summits are designed for a specific audience with specific goals in mind. Historically, principals and teachers have always had evaluations: executive officers evaluate principals; principals evaluate teachers. Much of those processes remain the same. The purpose of the Executive Officer Summits is to synthesize all the new elements of TPE with the parts that remain unchanged into a comprehensive model. By targeting these sessions to the specific needs of principal supervisors, MSDE is able to address important aspects of the TPE cycle and help establish processes and structures to assist them as they complete this new TPE process.

Throughout the course of school year 2013-14, five summits have been scheduled (July, September, November, February, June) to coincide with the major activities that need to occur throughout the TPE cycle. Each session is designed through the lens of an executive officer, putting all the components they will be expected to perform together into a coherent process.

In order to accomplish this, the TPE Action Team back-mapped what needs to happen throughout a school year. We divided the key aspects of the cycle into timely chunks prior to the point in time they should occur to prepare executive officers for the main "goal posts" they will encounter throughout the year. By providing executive officers opportunities to go through the process and to target the sessions to their specific needs as supervisors, they will have the experiences they need not only to complete evaluations for their principals, but to support and coach their principals as their principals implement the process at the school level with teachers.

The attached PowerPoint references the outcomes for the first two Summits. Since each Summit is designed as an opportunity for executive officers to work in concert with their colleagues to discuss and process new information and to learn from each other, we are using a case study approach. Executive officers were asked to select two principals to "follow" throughout the five summits. These principals are to remain anonymous. Their selection gives the executive officer an opportunity to simulate an authentic process in an authentic way. By concentrating primarily on their "chosen" principals – whether it is to analyze school data, develop goals, hold an initial conference, or develop an SLO – the executive officer will go through all aspects of the TPE process over the course of the year, taking the content and processes discussed at each session and applying it to actual principals. This makes each activity and goal post in the TPE process real and practical for them and provides chances for executive officers to dialogue with each other.

In addition to the topics that need to be completed based on the lag donut and timeline, these Summits give principal supervisors opportunities to focus on the SLO process, which is new to all and needs to be incorporated into the larger TPE process. An important byproduct of these sessions is the opportunities it provides for the participants to debrief and learn with colleagues. In this way, ideas can be shared, obstacles can be mitigated, consistencies between and among school systems can develop, and best practices can emerge.

The TPE Action Team is realistic in our expectations. We recognize that this year's goal is to provide an awareness of the entire TPE process, the major goal posts, and all that needs to occur. This is a first exposure to what is included in a complete TPE cycle. Each year, we will drill down to improve and increase our quality as we all learn more and benefit from this initial experience. Since the goal of TPE is to improve the effectiveness of every educator to impact student achievement, we believe that each year our collective skills will be refined and our effectiveness will increase.

Confidence Check: Our perceptions of the first two Summits are based on what we are seeing and hearing from our audiences. Obviously, there is a wide range of variety on the confidence continuum based on the unique nature of the LEAs – their size, priorities, and the internal professional development opportunities they provide for their educators. We are confident that those executive officers who have attended our summits are aware of their own LEA's TPE plan, that they are holding initial conferences, and are scheduling visits to their schools. We believe that they are collecting evidence, however we are at a very initial stage as to how to rate the gradations of the evidence. We believe that crafting SLOs are also in a rudimentary stage for most educators. We are less confident that all the information we are providing is reaching principals and teachers. We are meeting with the Principals' Advisory Council in November and will poll them on their perceptions. In summary, as expected, we are more confident that the executive officers "know" what needs to occur; we are less confident that they have been able to complete each outcome of Summit One and Two with their principals, only because we've not yet had the chance to assess the degree of progress. We are, however, heartened by the feedback and level of confidence shared by LEA contacts during the recent Quality Control webinar.

Professional Development Coordinators Assurances

-LEAs have a plan for preparing teachers to participate in the new evaluation process including a full understanding of the Common Core Standards

-LEAs have a process and the resources to execute the strategy behind the process to deliver teacher evaluation Professional Development
-LEA Teacher Professional Development includes Readiness Training in Professional Practice (Danielson Protocols), Student Learning Objectives (SLOs), MSAs (translation), local measures, school-wide performance measures (i.e. School Progress Index) if being used, and the application of the Common Core Standards and the state curriculum in the evaluation process

-LEAs have a process for developing SLOs which adheres to the critical components including setting the priority of standard, appropriateness of target, appropriateness of assessment measure, and alignment with the Common Core Standards

Quality Review: PD Coordinator Training

LEA Professional Development (PD) coordinators will be engaged in a professional development model that mirrors the professional development provided to executive officers during the Executive Officer Summits. Recognizing the significant role and responsibilities PD coordinators have in the successful implementation of TPE, the TPE Action Team has partnered with the Division of Curriculum and Instruction to extend the regularly scheduled briefings to include time for TPE training four times during this year. During these sessions, PD coordinators will:

- Learn about MSDE 's Professional Development Plan for TPE
- Better understand the PD needs driven by each "Sphere" of the TPE process and assess how local PD plans meet these needs throughout the year
- Make connections between SLOs, professional practice, and PD
- Develop strategies for time management and workload concerns
- Have opportunities to engage in discussion with their peers to problem solve and share best practices for PD related to TPE

PD coordinators will receive the same content as presented in the Executive Officer Summits, but will work with the content through the lens of their professional development role. Executive officers will be determining expectations and focus areas for principals which will then drive expectations and areas of focus for teachers. PD Coordinators will need to understand the expectations under the new evaluation system and direct PD efforts to support those expectations. As we go through each sphere, PD Coordinators will be asked to reflect upon the PD that has occurred with the goal to learn from this first year in order to refine PD for the future.

Confidence Check: PD Coordinators reported that PD plans are in place for TPE implementation. School systems vary in the comprehensiveness of their plans. Based on feedback from numerous stakeholder groups, including the recent MSEA State conference, we believe principals and teachers have written or are engaged in writing SLOs in most LEAs.

As a result, "business rules" for SLOs are being refined as districts discover the need for additional clarity or revisions to their existing SLO guidance. These revisions often necessitate additional PD. As mentioned previously, there is a wide range of on the confidence continuum based on the unique nature of the LEAs. In general, our perception is that principals are not fully prepared to provide PD to their teachers on some components of the new evaluation systems, particularly SLOs. Many districts have recognized this gap and are employing other methods to deliver PD, such as training school-based SLO experts, district SLO teams, etc.

Districts have also reported that the concept of "ongoing" evaluation to incorporate lag data requires additional communication and PD. In general, district PD efforts are focused on Common Core and TPE implementation; districts recognized the need to connect the two, but are not yet where they want to be. Overall, PD is in place to support getting the TPE work done; additional PD and time is needed to do focus on the quality of the work.

Communications

11/22 Assistant
Superintendents Mtg.

12/2 Communication
Bulletin #23

2/10 Communication
Bulletin #24

Laura Motel

lmotel@msde.state.md.us

Communications Assurances

- LEAs have a communication plan for insuring that school-based personnel and non-school based personnel affected by TPE are informed about professional development opportunities
- LEAs have a strategy and the resources to execute their TPE communication plan
- LEAs have an acceptable method to share ratings with its staff and community
- LEAs have a process to communicate the component data and methods of the Educator Evaluation system and to share results appropriately
- LEAs have a documented communications plan in place for the dissemination of TPE information
- LEAs have a Communication Plans that facilitates and promotes the flow of information from MSDE to the LEA, to the local Board of Education, to school leaders, and to teachers
- LEAs have a Communication Plan that uses multiple modes of communication
- LEAs have a Communication Plan facilitates and promotes the flow of information from MSDE and the LEA to external stakeholder audiences.
- LEAs have a Communication Plan that includes a timeline of communications that complements the work of the local TPE Project

Quality Review: Communications

American Education Week, November 18-22:

Catch the excitement. Visit a Maryland Public School.

November 18-22 is American Education Week. Parents, community members, and others engaged with or interested in Maryland Public Schools are encouraged to visit a school to witness first-hand the great teaching and engaged student learning that is occurring in Maryland classrooms as a result of the Common Core State Standards. Contact your local school to find out what activities are taking place and how you can become involved.

Maryland State Department of Education (MSDE) staff are also using this occasion to develop their first-hand knowledge of the Common Core. State Superintendent of Schools, Dr. Lillian Lowery, has issued a memo (attached) outlining the key points to know about the standards and encouraging MSDE staff to participate in the American Education Week activities by visiting a school to see the Common Core in action.

MPT Education Town Hall Broadcast Program

Maryland Public Television (MPT), in partnership with MSDE, is airing an Education Town Hall on **Thursday, November 21**, from **7-8 pm**. The Town Hall television program, "Today's Student, Tomorrow's Workforce," will provide an informative look at the new Common Core State Standards and how Maryland students are being prepared in today's classrooms for college, career and the workplace of tomorrow. Leaders in Maryland K-12 education, higher education and business will provide an insightful discussion about the how and why of education reform and what is being done to ready our children for college, careers, and life in the 21st century. The link below will take you to an informational flyer about the Town Hall program, which we ask that you please share with your family, friends, and constituents as appropriate. The program is a wonderful opportunity during to reach out to the public-at-large on these important issues. www.marylandpublicschools.org/Images/MPT_MSDE_Common_Core_Flyer.PDF

New Handout – "Common Core: Real Learning for Real Life"

As part of the State's effort to reach multiple audiences with a variety of information on the Common Core, MSDE has developed a new handout on the Common Core just in time for American Education Week. This concise flyer answers the "how" and the "why" behind the Common Core – HOW will the Common Core improve education in Maryland and WHY is it so important to raise our academic standards? These handouts are being mailed to every school in the State to provide to parents and others who visit a Maryland public school during American Education Week. The "Common Core: Real Learning for Real Life" handout can be found at: <http://msde.state.md.us/w/CommonCoreRealLearningForRealLife.pdf>

October TPE Quality Control Meeting Recap

The TPE Quality Control meeting to review the work of Sphere 3 was held on October 30th. This was the TPE Action Team's first attempt to provide attendees with the option of participating via webinar, which a majority of participants chose to do. Although there were a few snags standing the process up, the reception was extremely positive: 96% of all respondents indicated they appreciated the opportunity to meet this way. Sometimes a face-to-face meeting will be

essential, but we are convinced this approach—and perhaps even mini electronic conferences—is a great addition to the toolkit. The webinar PowerPoint has been posted online and can be found at: http://marylandpublicschools.org/MSDE/programs/tpe/docs/TPE_QualityControlWebinar.pdf

Regional Common Core State Standards Information Sessions

MSDE is holding two final information sharing sessions on the Common Core Standards. The first session will be hosted by Allegany County on November 14, 2013 from 7:00–8:30 pm for the far Western region of the State. To learn more: marylandpublicschools.org/press/11_12_2013.html
The last session will be hosted by Calvert County on November 25, 2013 from 7:00–8:30 pm for the Southern Maryland region. To learn more: www.calvertnet.k12.md.us/info/submission/news/documents/2013/common_core_sessions.pdf

Amendments to ESEA Flexibility Waiver

Two amendments to Maryland's approved ESEA Flexibility Request are at USDE awaiting review and determination. One requests a one year waiver to allow schools participating in the PARCC field tests to administer only one assessment per content area in 2013-14 to any individual student – either the current Maryland School Assessment or the full form of the PARCC field test. The other proposes to delay personnel decisions based upon new evaluation systems one additional year. Information will be forwarded as it is received.

Integration: Comprehensive Training Plan

The Comprehensive Training Plan represents MSDE's approach to shepherding those RTTT projects that deal with "non-academic" outcomes to completion. These are primarily technology driven projects involving data platforms, dashboards, data warehouses, etc. This responsibility was recently shifted to the TPE Team for oversight and coordination. The TPE Team is crafting graphics to depict the complexities of this coordination and to demonstrate how they will be brought to operational status in conjunction with other project deliverables. These are primarily project training timelines that are being cross-walked to improve upon efficiencies for LEAs and user audiences. The TPE Team will use this Communication Bulletin to communicate the progress of the Comprehensive Training Plan.

Maryland Council on Educator Effectiveness

The final meeting of the Maryland Council on Educator Effectiveness will be held on November 13, 2013 from 9:00 AM-12:00 PM in Annapolis in Room 120 of the Lowe House Office Building. The TPE presentation will cover the time from the Council's May 2013 meeting to the present.

Elementary and Secondary Education Act Flexibility Waiver Renewal

In preparation for the expiration of the current ESEA Flexibility Waiver and the intended renewal, MSDE's Chief Academic Officer, Dr. Jack Smith, has convened a large committee of stakeholders to respond to inquiries from USDE necessary to obtaining approval. USDE Question 12 requires MSDE to work with key stakeholders to provide a demonstration that the State is on track for full implementation of its teacher and principal evaluation systems in 2014-2015 and a subcommittee has been formed by the TPE Team to develop the State's response. The sub-committee will meet several time between now and November 22 to compose a position statement.

Upcoming Meetings

- November 13, 2013: The Maryland Council for Educator Effectiveness
- November 13, 2013: TPE Executive Officers Summit
- November 15, 2013: TPE LEA Technical Assistance meeting

Next Communication Bulletin

TPE Communication Bulletin #23 will be released during the week of December 2. It will focus on the content of Sphere Three Technical Assistance and Leadership Development trainings.